

family earning \$200,000 would pay 14 percent. The family allowances also take millions of lower-income taxpayers off the tax rolls entirely.

**Economic Growth.** By eliminating the bias against saving, slashing marginal tax rates, and allowing resources to seek their most efficient use, the bill will spur productive investment and economic growth. If the bill passed this year, it would increase the annual income of the typical American family by \$4,300 by 2002.

#### *Protects against higher deficits*

The bill is carefully designed to safeguard taxpayers against higher deficits. In the first year after enactment, the tax rate is set at 20 percent to provide modest tax relief while limiting initial revenue loss. This initial tax cut is fully paid for with cuts in federal spending. In the third year, the rate is lowered to 17 percent, providing additional tax relief. Lowering the rate will be possible for two reasons. First, the bill's low marginal rate and neutral treatment of saving will spur economic growth and thus expand revenue to the Treasury. Second, the bill's spending reforms, detailed in Title 2 below, will reduce expenditures. In short, higher revenue coupled with lower spending will reduce future deficits, free up resources to be returned to the American people, and thus permit a freedom dividend to the American taxpayer in the form of a lower tax rate.

#### *Guards against higher taxes*

To help prevent a future Congress from raising taxes, rewarding a special interest, or complicating the tax code, the bill contains a provision which requires a 60 percent supermajority of the House and Senate to (1) raise the tax rate, (2) create multiple tax rates, (3) lower the family allowance, or (4) add a loophole.

#### TITLE 2—REAL SPENDING RESTRAINT

##### *Sunset most federal programs*

All discretionary and unearned entitlement programs are sunset, i.e., set to expire automatically, within two years of enactment of the bill, and again following each decennial census thereafter. The following earned entitlements are not sunsetted: Social Security, Medicare, veterans' benefits, federal retirement. Across-the-board sunset setting will force Congress to reexamine every program individually and decide which ones deserve to be continued rather than which ones should be cut—the true way to reinvent government.

##### *Caps entitlement spending*

The bill provides that the total level of entitlement spending, excluding Social Security, may not exceed the increase in inflation as measured by the consumer price index, plus the growth in eligible population. If the increase in these programs, exceeds this level, an automatic entitlement sequester to eliminate the excess spending will fall on all entitlements except Social Security.

Entitlement spending now accounts for more than half of all federal spending and is the fastest growing portion of the budget. The entitlement sequester will place strong pressure on Congress to make genuine reforms when reauthorizing sunsetted programs.

##### *Caps total federal spending*

The bill sets caps on overall federal spending, bringing the federal budget to balance by the year 2002. If spending exceeded the maximum spending amount established in law, an across-the-board sequester would cut 80 percent from domestic discretionary spending and 20 percent from defense spending.

The bill also contains a "look-back sequester." On July 1 of each fiscal year, the Presi-

dent's Office of Management and Budget is required to determine the extent to which the spending cap may be exceeded. If OMB finds the limit will be exceeded, a look-back sequester will eliminate the excess spending under the same 80-20 formula.

#### *Brings the President back into the budget process*

The bill restores the President to full participation in the annual budget process by requiring that Congress pass a joint resolution, which requires his signature, rather than a concurrent resolution, which does not require his signature, at the beginning of the process each year. Requiring a joint resolution not only restores some of the President's lost influence over spending, but it prevents the House and Senate from disregarding the budget resolution, because a joint resolution, unlike a concurrent one, has the force of law.

#### TRIBUTE TO ZELMAR STEVENSON GORDON

##### HON. JAMES E. CLYBURN

OF SOUTH CAROLINA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 19, 1995

Mr. CLYBURN. Mr. Speaker, I rise today to pay tribute to Mrs. Zelmar Stevenson Gordon as she celebrates her retirement from Browne Junior High School in the District of Columbia.

Mrs. Gordon was born in Florence, SC, to the late Rev. Leo T. Stevenson and Mrs. Utensile Jackson Stevenson. She was educated in the Florence County public schools and later received her bachelor of science degree from Savannah State College. Mrs. Gordon continued her post graduate studies at the University of the District of Columbia.

Mrs. Gordon's teaching career began in Georgia as a classroom teacher. In 1964 she moved to Washington, DC, and began her career with the District of Columbia public schools. After more than 30 years of service in education, she is retiring from Browne Junior High School, where she has served as a teacher and assistant principal. Truly, her commitment to education has taken her well beyond the call of duty. In addition to her duties as assistant principal, Mrs. Gordon sponsored many after-school programs designed to keep children from the ills of society, including school trips and educational enrichment.

Active in her community, Mrs. Gordon is a member of Trinidad Baptist Church, where she sings in the gospel chorus and works diligently to serve the church and community. Her civic and professional affiliations include: Delta Pi Epsilon National Professional Honorary Society for Business Education, Alpha Kappa Alpha Sorority, and the Fort Washington Area Boys and Girls Clubs.

A dedicated family person, she is married to John Gordon and is the mother of three sons, Jeffrard, Jon, and Jason. Mr. Speaker, I congratulate Mrs. Zelmar Stevenson Gordon on her retirement and join her family and friends in saluting her on July 22, 1995, at the Trinidad Baptist Church in Washington, DC.

#### ATTITUDES TOWARD EDUCATION

##### HON. LEE H. HAMILTON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, July 19, 1995

Mr. HAMILTON. Mr. Speaker, I would like to insert my Washington Report for Wednesday, July 12, 1995 into the CONGRESSIONAL RECORD.

##### HOOSIER ATTITUDES TOWARD EDUCATION

One of the more interesting questions to ask Hoosiers is what they expect from the public schools. My general impression is that Hoosiers have a favorable opinion of public education in their own community, but they have many opinions about improving the quality of education.

Teaching the basics: Hoosier parents strongly support effective teaching of the basics. They want their children to master the essential skills of the ability to read and write English, to do arithmetic, and to have a good basic understanding of science, history and geography.

I find that Hoosiers generally give their local elementary and secondary schools high marks and think very well of the teachers, principals, programs and overall effort. Most parents believe that their children are well prepared for work and higher education.

Employers and college educators do not always agree. They frequently find missing the discipline and dedication to learning, and proficiency in the basic literary and computational skills. They also want to see more emphasis on standards of behavior, such as how to speak and dress properly, and how to be punctual.

I am always impressed by how traditional Hoosiers are in their approach to education. Adults seem to think they got a better education in the basics than children are getting today. They certainly want to see academic standards raised and they believe that schools should hold students accountable for doing their best.

I also find among Hoosiers some discomfort with the new teaching methods that educators often espouse, such as the teaching of English composition by encouraging students to use the written word early and often with less emphasis on spelling and grammar; or the new math which places more emphasis on teaching theories and concepts as opposed to learning by rote.

Discipline and safety: Parents emphasize repeatedly the importance of schools providing a safe and orderly environment in which education takes place. Their biggest concern is the lack of discipline in the local school system and they always put discipline as the most important factor needed for a student to learn along with good teaching.

Parents recognize that providing a safe and orderly environment conducive to learning is a much more difficult task today than it was in their generation. They believe that the schools have to be very tough in emphasizing good habits such as being on time and being disciplined and dependable.

Across the country there is deep concern about drugs and gun violence in the nation's schools. I really do not find much emphasis on that in talking with Hoosiers about Indian schools but there is some concern about gangs, fighting and other disciplinary problems. They certainly do not approve of students bringing drugs or weapons to school.

Traditional values: I have been especially interested in the attitude of Hoosiers toward the teaching of values, morals and character. Parents want public schools to teach values, but they put strong emphasis on tolerance. Hoosiers understand, however, that the best